DOCUMENT RESUME

ED 208 233 CE 030 362

AUTHOR Bova, Breda Murphy; Phillips, Rebecca R.
TITLE The Mentor Relationship. A Study of Mentors and Proteges in Business and Academia.
PUB DATE 81
NOTE 30p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Business; Females; *Interpersonal Relationship; *Interprofessional Relationship; Males; *Mentors; Modeling (Psychology); Professional Development; Questionnaires; Sex Role; Surveys
IDENTIFIERS *Academic Community

ABSTRACT

A study examined the mentor-protege relationship from the standpoint of both the mentor and the protege. A total of 160 participants (87 women and 73 men), ranging in age from 19 to 52, were administered a questionnaire designed to ascertain the following information: the stage of life at which most adults acquire mentors, differences between men and women as mentors and proteges, any predominance of one sex or the other in the mentoring of males and females, ways in which subjects acquire mentors, and circumstances under which subjects become mentors. Data from the survey were correlated with data obtained during hour-long interviews of five pairs of mentor-proteges. Most respondents encountered their mentors during the "entering early adulthood" stage of life. While men have a greater tendency to be mentors of men than of women, the women in the study had as their mentors, almost evenly, men and women. The prominent ways in which respondents acquired their mentors and the circumstances surrounding becoming a mentor were compiled. (Appended to the study are a list of references and an annotated bibliography.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208233

The Mentor Relationship

A Study of Mentors and Proteges in Business and Academia

Breda Murphy Bova,
Assistant Professor
University of New Mexico

Rebecca R. Phillips,
Co-Director
New Mexico Information System

1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Breda Bova

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Background and Introduction

In recent years there has been an explosion of interest in the mentor-protege relationship. Levinson, Sheehy, Schein and Clawsen have summarized for popular and academic audiences the development and importance of the mentor relationship. Clawsen has noted that as a result of this burgeoning interest, young people early in their careers seem intent on finding a mentor to help them in the process of their professional development. He goes on to point out that older managers seem more interested with coaching and mentoring activities than they have been (Clawsen: 144).

The idea of a newcomer entering a career under the guidance or tutelage of an expert in the field is not a new one. The importance placed upon early apprenticeship training in many professions illustrates the significance of a person with expertise to the career development of a novice.

Levinson writes in The Seasons of a Man's Life, "The mentor relationship is one of the most developmentally important relationships a person can have in early adulthood." He cites some of the functions that mentors perform.

CE030362

> "The mentor may act as a teacher to enhance the young man's skills and intellectual development. As a sponsor, he may use his influence to promote the young man's entry and advancement. He may be a host and guide, welcoming the initiate into a new occupational and social world and acquainting him with its values, customs, resources, and characters. Through his own virtues, achievements, and way of life, the mentor may be an exemplar that the young man can admire and emulate. He may provide counsel and moral support in times of stress" (Levinson: 97).

Schmidt and Wolfe have pointed out that becoming a mentor benefits not only the mentor and the protege, but serves the various professions as well. The professions benefit from the passing on of relevant skills and values. Erikson's stage of "generativity vs. stagnation" is significant in this context. In choosing generativity over stagnation, the mentor takes responsibility by caring for other adults and attempting to foster their growth and development. While the mentor relationship may be crucial in triggering and working through this stage, successful resolution in the generativity vs. stagnation stage may also increase the probability of a positive outcome in Erikson's last stage, integrity vs. despair. As society becomes increasingly older, the fulfillment and satisfaction of the older generation are becoming correspondingly greater concerns. Mentorship is one way in which older workers may realize the significance of their lives and professional contributions (Schmidt and Wolfe: 50).

The influence of mentors on career development has been the subject of recent articles. Bolton has noted that it is generally agreed that the presence or absence of appropriate models influences the development of the individuals in their chosen careers. The absence of mentors in the career development of men and women has been documented. She has suggested that the absence of this kind of experiential learning is perhaps one of the reasons that females seldom progress beyond entry level in mid-management positions in organizational settings (Bolton: 203).

Levinson has pointed out that the mentoring relationship often develops in a work setting, where the functions of mentor are assumed by a teacher, boss, editor, or senior colleague. It may also evolve informally when the mentor is a friend, neighbor or relative. "Mentoring" is defined not in terms of formal roles but in terms of the character of the relationship and the functions it serves. A student may receive very little mentoring from his teacher-advisor and very important mentoring from an older friend or relative.

Clawsen has compiled an eclectic profile of mentor-protege relationships (See Table I). It indicates the qualities that various theorists see as being important in the establishment and development of the mentor relationship.

Purpose of the Study

The purpose of the study conducted at the University of New Mexico was to examine the mentor-protege relationship from the standpoint of both the mentor and the protege. Answers for the following questions were sought:

1. At what stage of life do most adults who have mentors acquire them?
2. Is there a difference between men and women as proteges and as mentors?
3. Is one sex predominant in the mentoring of males and females?
4. How did the subjects in this study acquire their mentors?
5. What is the best way to acquire a mentor?
6. Under what circumstances did our subjects become mentors?

It was hoped that by finding the answers to these questions that a better understanding of mentoring would develop.

TABLE I

AN ECLECTIC PROFILE OF MENTOR-PROTEGE RELATIONSHIPS

---

1. Mentor-protege relationships (MPRs) grow out of personal willingness to enter the relationships and not necessarily out of formal assignments. Thus, MPRs may not coincide with formal hierarchies (D. Levinson 1968, 1969; Super 1969; Freilich 1964).

2. MPRs pass through a series of developmental stages (Gabarro 1978; Strauss 1973; Super 1953; Super et al. 1963) characterized as formation, duration, and fruition. Each stage has a characteristic set of activities and tasks.

3. Mentors are generative, that is, interested in passing on their wisdom and experience to others (Dalton, Thompson, and Price 1977; Elkind 1970; Friedlander and Green 1977; D. Levinson et al. 1976).

4. Mentors try to understand, shape, and encourage the dreams of their proteges. Mentors often give their blessings on the dreams and goals of their proteges (D. Levinson et al. 1976; D. Levinson 1978).

5. Mentors guide their proteges both technically and professionally; that is, they teach things about the technical content of a career and things about the social organization and patterns of advancement of a career (Bray, Campbell, and Grant 1974; Hill 1976; D. Levinson et al. 1976; MacGregor 1960).

6. Mentors plan their proteges' learning experiences so that they will be stretching but not overwhelming and successful. Proteges are encouraged to accept responsibility, but are not permitted to make large mistakes (Atella 1974; Cantor 1958, Gabarro 1978; Hinrichs 1966; McClelland in Kolb et al. 1974; D. Levinson et al. 1978; Polanyi 1958; Super 1963; White 1959).

7. Mentors provide opportunities for their proteges to observe and participate in their work by inviting their proteges to work with them (D. Levinson et al. 1976; H. Levinson 1968), and many times teaching them the politics of "getting ahead."

8. Proteges learn in MPRs primarily by identification, trial and error, and observation (D. Levinson et al. 1976; H. Levinson 1968; Polanyi 1958).

9. Both mentors and proteges have high levels of respect for each other (Densmore 1975; Gabarro 1978a; 1978b; Homans 1950).

10. Mentors sponsor their proteges organizationally and professionally (Dalton, Thompson, and Price 1977; D. Levinson et al. 1978; Schein 1978).

11. MPRs have levels of affection similar to parent-child relationships (Branden 1976; Brentano 1870; Denty 1906; Hall 1976; Strauss 1973; Yoshino 1968).

12. MPRs end in a variety of ways, often either with continuing amiability or with anger and bitterness (D. Levinson 1978).

Source (Clawsen: 150)

The Subjects

The subjects for the study were 160 men and women in professional associations and graduate programs. There were 87 women and 73 men. The ages of the subjects in the study ranged from 19 to 52. All subjects were either: 1) working in a professional job; 2) in the process of obtaining a graduate degree to continue in a specific profession; or 3) obtaining a degree in order to change professions or enhance an existing one.

Method

The 160 participants were administered a questionnaire in order to ascertain answers to the questions concerning mentoring. This was after they were given a definition of mentoring (See Appendix I). The definition of mentoring used was:

> Mentors are those who practice most of the following principles:
>
> 1) Try to understand, shape and encourage the dreams of their proteges;
> 2) Often give their blessing on the dreams and goals of their proteges;
> 3) Provide opportunities for their proteges to observe and participate in their work by inviting their proteges to work with them;
> 4) Teach their proteges the politics of "getting ahead" in the organization.
>
> A mentor is usually a person of high organizational or specific career status who by mutual consent takes an active interest in the career development of another person.

It was appropriate to explain the mentoring relationship to the subjects because the literature states that most professionals have mentors but many do not know what is meant by the term mentor.

During the process of conducting the study, five pairs of mentor-proteges were interviewed for an hour each. They consisted of:

female mentor - male protege
female mentor - female protege
male mentor - male protege
two male mentors - two female proteges

These mentor-protege pairs were from academic and business settings. This was done in order to better investigate the reasons why these people were attracted to each other. This was also done in order to generate questions and hypotheses for investigation in future studies.

Findings

Of the 73 males sampled, 67 indicated that they are/were proteges. Forty of them said that they became proteges during the Entering Early Adulthood phase of the life cycle. Levinson has indicated that one of the developmental tasks of this stage is to seek out a mentor. Fifteen males indicated that they sought out their mentor during the Mid-Life Transition. This could be the result of a career change during this time (See Table II).

TABLE II

PERIOD OF THE LIFE CYCLE WHERE MENTORS WERE ENCOUNTERED

	Phase of the Adult Life Cycle					
	1	2	3	4	5	6
Males	7	40		5	15	
Females	6	44			30	

Phase of the Adult Life Cycle

1 - Early Adult Transition
2 - Entering Early Adulthood
3 - Age Thirty Transition
4 - Settling Down Period
5 - Mid-Life Transition
6 - Entering Middle Adulthood

Of the 87 females sampled, 80 indicated that they are/were proteges. Forty-four of these females indicated that they encountered their mentors during the Entering Early Adulthood phase of the life cycle. This is in line with Levinson's theory and also with Smith's research which indicates that women who have pursued professional careers encounter their mentors during the Entering Early Adulthood phase of the life cycle. Thirty of the women sampled encountered their mentors during the Mid-Life period (See Table II). This might be due to first time entry and reentry into the marketplace as well as due to career change.

Table III shows the number of male-male, male-female, female-male and female-female mentor-protege relationships. This survey revealed that men have a greater tendency to mentor men than to mentor women. Only three men have/had female mentors. The women in this study were mentored by both men and women. Thirty-seven women were mentored by men and 43 by women.

TABLE III

	Male Mentors	Female Mentors
Male Proteges	64	3
Female Proteges	37	43

Our proteges felt that the ways they acquired their mentors are the best ways to acquire a mentor. Some of the prominent reasons given were:

1 - Ask questions and listen carefully.
2 - Volunteer to work with those who take time with you.
3 - If you are really interested in learning you ask questions.
4 - Stay open to people who can help you.

5 - Through networking efforts, for women in particular.

6 - Express a desire for one.

7 - Ask for advice and guidelines.

8 - Seek them out and approach them directly.

9 - By demonstrating enthusiasm and commitment in mentor's occupational field.

10 - Be open; look; ask questions.

11 - Be excited about your work.

12 - Show initiative and willingness to be helped.

13 - Follow your instincts; keep looking, keep learning.

14 - Don't assume people think you want to advance in your career, it needs to be made known.

The circumstances that surrounded becoming a mentor for the subjects in the study were the following:

1 - Many became mentors after starting out as trainers in industry.

2 - Some started mentoring after being promoted to upper management.

3 - Many of the women became mentors through networking efforts.

4 - Others stated that attraction for common career and personal growth interests brought them into contact with their proteges.

5 - Many of the women sampled stated that as a woman in management it was a natural occurrence.

During our interviews with the five pairs of mentor-proteges, the following features of mentor relationships were revealed:

1. Both parties involved in the relationship seem to place high value on similar qualities. For example, if a protege was aggressive and outspoken, the mentor felt that those were desirable qualities.

2. A pattern emerged from the interviews indicating that four out of five of the mentors had previously been proteges. All had felt the experience they had as proteges was a very positive one and wanted to pass it on. All of the proteges interviewed aspired to become mentors. One of them stated, "As of yesterday, I actually did begin mentoring. Again, I am looking forward to seeing how this person develops, and I have no question at all but that it will be profitable for both of us. It's a great opportunity, and it gives me a feeling that I am influencing somebody now."

3. During our interviews the word "competent" kept appearing. One of our mentors stated, "It's just being competent. Basically, people like to be associated with competent people." So it was discovered that not only are the proteges' career aspirations affected by the mentor relationship, but so are those of the mentors. If mentors sponsor proteges who are not competent in their field, this reflects negatively on the mentors and may have an adverse effect on their career.

4. According to the information received from our interviews, sex had no influence on our proteges' choice of their mentors. It also had no influence on our mentors in deciding to sponsor their proteges. It is realized that the numbers of pairs of mentor-proteges interviewed is small. The literature states that men, in many cases, are often very reluctant to mentor women.

5. It was discovered that the rewards from a mentoring relationship for both parties were unique to the individual while being remarkably similar across the mentor-protege pairs. One of the proteges stated, "Perhaps you have to have a relationship like that before you would take it with you. I just can't get over how it just changed the direction of where I was going." One of the mentors had a similar feeling, "There's the personal satisfaction of seeing those people succeed. When you are in a position to make mistakes, which is all right because if you don't try, you don't make mistakes. But sometimes those mistakes will haunt you, especially personal mistakes. Well, when you make this kind of significant contribution, it helps you in your own mind and that's satisfying. Feeling that you have contributed. We're all selfish, yet, it makes you think that you're not totally selfish. You're giving a part of you to somebody else."

Conclusions and Recommendations

The results of the study indicate that a mentor relationship can have a very positive effect on the career development of the individual. Many of those surveyed indicated that their selection of a mentor was an unconscious one. One of the students surveyed noted:

> Mentorship was unknown to me until I started in the Adult Education Program. My selection of mentors was made intuitively. It would have helped some had I known about the concept of mentoring. I would have been more purposeful about the selection of a mentor and not felt that I was imposing on someone. I would have made the mentor relationship a more formal one.

It is hoped that an increasing knowledge of the benefits of a mentoring relationship will ultimately have an impact on the fields of adult and vocational education. In education faculty can actively mentor students. Furthermore, advanced students can mentor new or beginning students. An annotated bibliography of articles on mentoring can be found in Appendix II.

In the interest of career development, some large companies have mandated that their upper management personnel sponsor a newcomer in their corporation. Sometimes this will develop into a mentor relationship and other times remains an apprentice relationship. Both the literature and the results of this study recognize the fact that mentoring in many instances cannot be arranged but this should not discourage those in positions mentioned previously from attempting to implement and foster mentor relationships.

The results of the study are not clear as to the negative effects of this type of relationship. Levinson has observed that like all love relationships, the course of a mentor relationship is rarely smooth and its ending is often painful. Such relationships have favorable developmental functions, but they have negative aspects as well. There is plenty of room for exploitation, undercutting, envy, smothering and oppressive control on the part of the mentor, and for greedy demanding, clinging admiration, self-denying gratitude and arrogant ingratitude on the part of the recipient. It is not always clear who is doing what for whom. After the relationship has been terminated, both parties are susceptible to the most intense feelings of admiration and contempt, appreciation and resentment, grief, rage, bitterness and relief--just as in the wake of any significant love relationship (Levinson: 100-101).

One of the proteges mentioned that her relationship with her mentor had caused some jealousy among her colleagues. She viewed this as a risk worth taking. Moreover, those colleagues had the same opportunities to become a protege and had not taken advantage of it.

It is recommended that future studies examine some of the following:

1. In depth interviews with different combinations of mentor-proteges in order to investigate the positive and negative effects of various combinations.

2. Investigations of mentoring in areas other than those mentioned in this study. These areas should include, but not be limited to, the arts, sports, government, and business and industry in order to see if the relationships are the same or if they differ how they do so.

3. Some of those surveyed indicated that they had more than one mentor at the same time. These relationships need to be investigated for similarities and differences.

4. More research is needed to clarify the relationship between career development and the life cycle.

5. Additional studies need to be conducted with individuals who have been highly successful in their careers and indicate that there was no mentoring involved in that success. The research should concentrate on a) how these people have succeeded; b) is there a preponderance of men or women in this group; and c) did they feel any kind of "loss" by not having experienced this relationship.

Levinson refers to mentoring as the essence of adulthood. The results of this study support that statement and indicate that many felt it was so positive that they wanted to pass it on to the next

generation. As one of our subjects stated, "The only way that I felt I could thank my mentor, since thank-you seemed so incomplete for giving me a part of himself, was to do for someone else what he has done for me."

REFERENCES

Atella, John T. "Instilling Apprehension Delicately." Administrative Management, April, pp. 56-57. 1974

Bolton, E. "A Conceptual Analysis of the Mentor Relationship in the Career Development of Women". Adult Education Vol. 30 #4, pp. 195-207.

Branden, Nathaniel. The Psychology of Self Esteem. New York: Bantam Books, 1976.

Bray, Douglas W., Richard J. Campbell, and Donald L. Grant. Formative Years in Business: A Long-Term ATT Study of Managerial Lives. New York: John Wiley & Sons. 1974

Brentano, Luzio. On the History and Development of Guilds and the Origin of Trade Unions. London: Trubner. 1870.

Cantor, Nathaniel. "The Nature of Learning." in The Learning Process for Managers. New York: Harper & Row. 1958.

Clawson, James G. "Superior-Subordinate Relationships in Managerial Development." Ph.D. dissertation, Harvard Business School. 1979.

Clawson, James, in Derr, C.B. Work, Family and the Career, New York: Praeger 1980.

Dalton, Gene W., Paul H. Thompson, and Raymond L. Price. "The Four Stages of Professional Careers-A New Look at Performance by Professionals." Organization Dynamics, Summer, pp. 19-42. 1977.

Davis, Robert L., and Patricia A. Garrison. 1979. "Mentoring: In Search of Taxonomy." Master's thesis, Massachusetts Institute of Technology, May. 1979.

Densmore, Francis W. Developing Tomorrow's Managers Today. New York: American Management Association. 1975.

Denty, Arthur J. The Restoration of the Guild System. London: Susan Sonnenschein. 1906.

Elkind, David. Erik Erikson's Eight Ages of Man. New York: New York Times: 1970.

Freilich, Morris. "The Natural Triad in Kinship and Complex Systems." American Sociological Review, vol. 29 (August). 1964.

Friedlander, Frank, and P. Toni Green. "Life Styles and Conflict Coping Structures." Group and Organization Studies, March. 1977.

Gabarro, John J. "The Development of Trust, Influence, and Expectations." in Interpersonal Behavior, edited by Anthony Athos and John J. Gabarro. Englewood Cliffs, N.J.: Prentice-Hall. 1978

"The Dynamics of Effective Working Relationships." Organizational Dynamics, June. 1978

Hall, Douglas T. Careers in Organizations. Pacific Palisades, Calif.: Goodyear. 1976.

Hill, Norman. "Self-Esteem: The Key to Effective Leadership." Administrative Management, August, p. 24. 1976.

Hinrichs, John R. High Talent Personnel: Managing a Critical Resource. Brattleboro, Vt.: American Management Association. 1966.

Homans, George C. The Human Group. New York: Harcourt, Brace and World. 1950.

Kolb, David A., Irwin M. Rubin, and James M. McIntyre. Organizational Psychology: A Book of Readings. Englewood Cliffs, N.J.: Prentice-Hall. 1974.

Levinson, Daniel J., et al. Seasons of a Man's Life. New York: Knopf. 1978.

"Periods in the Adult Development of Men: Ages 18 to 45." Counseling Psychologist, vol. 6. 1976.

Levinson, Harry. "On Being a Middle-Aged Manager." Harvard Business Review, July-August. 1969.

The Exceptional Executive. Cambridge, Mass.: Harvard University Press. 1968.

MacGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill. 1960.

Polanyi, Michael. Personal Knowledge. Chicago: University of Chicago Press. 1958.

Roche, R. Gerard. "Much Ado about Mentors." Harvard Business Review, January-February, pp. 14-24.

Schein, E. Career Dynamics: Matching individual and Organizational Needs. Reading, Mass.: Addison-Wesley, especially chap. 13. 1978.

Shapiro, Eileen C., Florence P. Hazeltine, and Mary P. Rowe. "Moving Up: Role Model, Mentors, and the Patron System." Sloan Management Review, Spring, 51-58. 1978.

Sheehy, Gail. Passages. New York: Dutton. 1976.

Schmidt,J. and W lfe, J. "The Mentor Partnership: Discovery of Professionalism." NASPA Vol, 17, No. 3 45-51.

Smith, W. A Psychological Study of the Formation of the Early Adult Life Structure in Women. Unpublished Ph.D. dissertation. Columbia University, 1977.

Strauss, Anselm. "Regularized Status Passage." n Interpersonal Dynamics, edited by Bennis, et al. Homewood, Ill.: Dorsey Press. 1973.

Super, Donald E. "Vocational Development Theory." Counseling Psychologist 1:2-8. 1969.

"A Theory of Vocational Development." American Psychologist 8: 185-90. 1953.

Super, Donald E., R. Starishevsky, N. Matten, and Jean Pierre Jordan. Career Development: Self Concept Theory. New York: College Entrance Examination Board. 1963.

Unwin, George. Industrial Organization in the Sixteenth and Seventeenth Centuries. Oxford: Clarendon Press.

White, Robert W. "Motivation Reconsidered: The Concept of Competence." Psychological Review 66:296-333.

Yoshino, M.Y. Japan's Managerial System: Tradition and Innovation. Cambridge: Massachusetts Institute of Technology Press. 1968.

APPENDIX I

This is a survey designed to improve our knowledge of the mentoring relationship. For the purposes of this study we will define mentors as those who practice most of the following principles:

1) Try to understand, shape and encourage the dreams of their proteges;

2) Often give their blessing on the dreams and goals of their proteges;

3) Provide opportunities for their proteges to observe and participate in their work by inviting their proteges to work with them;

4) Teach their proteges the politics of "getting ahead" in the organization.

A mentor is usually a person of high organizational or specific career status who by mutual consent takes an active interest in the career development of another person.

MENTORING SURVEY

1. Do you feel that you have/had a mentor? Yes____ No_____

   If you have had more than one mentor tell us about your current mentor. If you do not currently have a mentor tell us about your most significant mentor relationship.

2. Is your mentor_____male or_____female?

3. Are you_____male or_____female?

4. At what period of your career development did you encounter your mentor?

   _____beginning (within the first 6 months)

   _____after 6 months, before one year

   _____after 1 year

   _____other (specify)_____

5. How old were you when you encountered your mentor?_____

6. Birthdate:_____
   Month Day Year

7. Is your mentor older than you? Yes_____ No_____

8. Did your mentor significantly assist your advancement within your career?

   Yes_____ No_____

9. Do you feel that you would have advanced as quickly as you have in your career without your mentor? Yes_____ No_____

10. How do you feel is the best way to acquire a mentor?

11. How did you get your mentor?

12. Are you a mentor? Yes_____ No_____

    If yes, when and how did you become a mentor? Please briefly mention the point in your career, circumstances, etc.

APPENDIX II

BIBLIOGRAPHY

Artis, Sharon E. Federally Sponsored Mentorship Programs to Increase the Participation of Women and Minorities in Educational Research and Development. National Institute of Education (NIE). 1979.

With some 3 million dollars to spend during fiscal year 1980 this organization distributes federal funds in three patterns: within, between and among institutions. The article discusses recruiting and matching mentors with interns through various methods to include a national pool of resources. The three variables which are considered in matching mentor to mentee are: substantive interests, race and sex. The expected outcomes from these sponsored mentorships are the acquisition of social skills, introduction to useful networks, and acceptance of new researchers in certain professional settings because of their association with more prominent researchers.

Atwood, Aileen H., "The Mentor in Clinical Practice," Nursing Outlook, November 1979, p. 714-717.

The author discusses a study done at Children's Hospital in San Francisco. The study included a nurse with specialized skills on an oncology unit who was the mentor and newly graduated nurse who was placed under her care. For comparison, another newly graduated nurse was assigned to the unit without the support of a mentor. After three months, the new nurse with the mentor was progressing rapidly, while the other nurse without a mentor was discouraged with her job. The study also demonstrated that additional staff was not needed, that patient care improved and that the attitude of the mentoring nurse improved.

Bolton, E.B. A Conceptual Analysis of the Mentor Realtionship in the Career Development of Women. Adult Education, Vol. 30. Number 4, Summer 1980, p. 195-207.

This article presents a conceptual analysis of the mentor relationship as an aspect of social learning and the career development of women. The first part of three sections deals with the socializing process of modeling with emphasis on role models and their impact on women's career development. Part two discusses the mentor relationship as an aspect of social learning. This section defines and analyzes the term mentor in regard to related concepts. The significance of mentor relationships as shown in the literature is presented separately as studies related to each sex. A model is presented that depicts the career stages and functional relationship within each step. The last section discusses some of the reasons for the present lack of mentor relationships for women in regard to the analysis presented in the first two sections.

Caliste, Edward R. The Effect of Counseling on the Behavior of Sixth Grade Underachievers. EDRS ED 194-823 19p. (Mary 1980)

This article pointed out that the child who makes himself inconspicuous in class, while not disturbing others may be missing as much as the child who annoys peers or who requires the use of external control.

The test used for assessing negative classroom behavior is DEBS (Deverux Elementary School Behavior Rating Scale), used so that the teacher can better understand, describe, and communicate the behavior problems of children in their classes, that behavior that interferes with successful academic performance.

The purpose of this study was to measure the effects of counseling on the behavior of underachievers in urban public schools ("D" average or below) 40 students randomly selected. 20 placed in control group 20 in experimental group.

The DEBS test appears to classify specific nonproductive behavior for teachers and counselors; Vidiotape, peer model and role model playing all seem to help reduce classroom dusturbances and improved attendance.

The conclusion stating that there is a need to hire counselors at elementary level to assist students to better understand themselves.

Collins, E.G.C., "Everyone who makes it has a mentor." Harvard Business Review. July/August, 1978. pp. 89-101.

Interviews with F.S. Lunding, G.L. Clements, and D.S. Perkins: Three generations of chief executives of the Jewel Teac Company of Chicago, Illinois.

Lunding was hired into the Company in 1931. By 1942 with the help of John Hancock, chairman of the board from 1924-1954, Lunding rose by 1942 to the president of the Company. He was sponsored by Hancock who acted as his mentor.

Lunding in turn spotted George Clements, a young man who had worked his way up to Office Manager. Lunding acting in the same way Hancock had, mentored Clements and was instrumental in his development from Vice President, in charge of food stores, to Chief Executive.

Clements then played mentor to Donald Perkins, guiding him through the ranks to the top spot.

All of these men in their interviews discuss the mentor/mentee relationship among one another, and how that idea, and the idea of sponsorship of younger employees help to make their business organization more creative and successful.

Cook, Mary T., "Is the Mentor Relationship aMale Experience?" Personnel Administrator, November 1979, p. 82-84.

This article discusses the needs of large businesses. It appears that the mentor relationships are being institutionalized more commonly today. Corporate manpower requirements will make mentor or sponsor relationships a must for men and women who aspire to management positions.

Dewine, Sue, it al. Modeling and Self-disclosure in the Classroom, UNM ED 141-848 HEW. 1977.

This study analyzed the effect of an instructor's modeling self-disclosure behavior on a group of his students. This approach was compared to the behavior of another instructor who revealed little or no information, in a self-disclosing way to his students. The outcome was that the students who had been exposed to the first instructor revealed more information, over time, in the following categories: attitude, opinions, tastes, interests, work, studies, and personalities

Fitt, Lawton W. and Newton, Derek A. "When a mentor is a man and protege a woman." Harvard Business Review. March/April, 1981. pp. 57-60.

Thirty female managers from twenty-seven different companies in the Northeast and Midwest were interviewed to help the authors ascertain information about the experiences of women who had risen in position and responsibility with the help of male mentors. The mentors helped the women establish credibility with other persons in the company, even though fellow male workers often found the female managers threatening because of their industrious drive, talent, enthusiasm and hard work.

It was intersting to note that the 24 women in the sample, who had mentors were on the average better paid and younger than the six women who had never had such an affiliation.

Many of the mentors gained satisfaction from being role-models. They enjoyed helping talented people develop despite the fact that a mentor takes a big risk when he promotes a protege.

The risk of sexual entanglement was also discussed and it was noted that both mentor and protege should act professionally to guard against this. The authors concluded that there are many benefits to be gained from establishing mentor-protege alliances.

George, P. and Kummerow, J, Mentoring for Career Women. Training/HRD, Vol. 18, February 1981, pp. 44-49.

Discusses the advantages and hazards of the mentoring relationship. Suggests that a woman entering a new profession or position need not learn the informal network, subtleties, and ambiguous expectations of the organization the hard way. Points out the pitfalls of the male-female mentorship and provides insight on how to avoid them. Describes the qualities of a good mentor and of a good protege. Also gives strategies for selecting a good mentor.

Gerber, Lane A. The Search for Clinical Role Models as a Way of Coping with Clerkship Stress. Journal of Medical Education, 54 (8): 659-61, 1979.

Gerber describes the third year medical clerkship as a time of intense clinical work and personal anxiety. The issues include confronting life and death, taking increased responsibility for patient care, struggling with questions of professional adequacy and helplessness, and dealing with loneliness. He believes that modeling (finding another significant person who can be helpful under sonditions of high stress) is an interpersonal coping mechanism which is useful to medical students.

He summarizes data from a questionnaire given to 80 medical students. They were asked to describe the most influential attending physician. The most used terms were warm, coping, very bright, excellent clinicians, and comfortable and experienced with patients. However, some students characterized their ideal as powerful, tough, and aggressive, strong opinions and saw things as black or white. Since role models are in a position to influence attitudes and values they must be aware fo the long-term interactions with medical students at a particularly vulnerable time in their training.

Halcomb, Ruth, "Mentors and the successful woman." Across the Board. February, 1980. pp. 13-18

In this article successful women related their experiences with mentors. They covered such diverse fields as painting, writing, and anthropology. The general tone was that the mentors played a vital role in their climb to the top. In most instances the women were able to identify, specifically, the kind of support that they received from their mentors, who were generally males. The idea of 'male mentoring" is put in perspective in the opening statement of the article, which reads, "Whether or not a woman needs a man, it's generally agreed that she needs a mentor."

Hawkins, Hugh, "Transatlantic Discipleship: Two American Biologists and their German Mentor." ISIS. Vol. 41, No. 256. March, 1980. pp. 197-210.

The article deals largely with the influx of American students to Germany between 1820 and 1920 and the natural development of the mentor/mentee relationship between professor and student where they were of equivalent scholastic background, even though it was the consensus of returning American students that, with their immense prestige, German professors tended to keep their students at a distance and their reception of foreign students would be highly formal, for the roles of master and disciple already shaped in Plato's Academy and the medieval universities, was available for professors and students to enact. It was further stated, however, that it was impossible to come in contact with these master thinkers, glowing with enthusiasm and absorbed in their work, without becoming enthusiastic too.

A historical review is given of two American students who continued correspondence and reunions for a life time with their mentor. The case is made where Professor Ernst Ehlers of Gottingen University received letters from one of two American proteges for 30 years and from another for 40 years. It is suggested that both Americans felt continuing obligation to the scientific and professional doctrines of their German mentor, but that each after a fashion, declared his independence. Each became a professor after returning to America, lived to an advanced age, and left a considerable body of publications like their mentor who in the words of Geroge Herbert Mead, 'had become for them a significant other.'

Hechinger, Grace, "A New-Girl Network for Trustees," Change, September 1979, p. 21-22.

Women comprise only 15 percent of the voting membership on college and university governing boards. Education and other nonprofit spheres have been nurturing places for women leaders. It is shown that women are learning to identify and recruit other women.

Hepner, Marilyn M., and Faaborg, Linda W. Women Administrators: Careers, Self-Perceptions, and mentors. EDRS. March, 1979, 35 pages.

Hepner's and Faaborg's report presented analysis and interpretation of the questions: 1) How is work perceived. 2) What are the influences on their careers, and 3) What is their status within the institution? The research insturment, a questionnaire, was sent to 200 women (identified as being in administrative positions) at the University of Cincinnati; responsed to their professional needs and interests, about employment patterns and personal professional backgrounds as a frame of reference and to identify factors that led these women into administrative roles in higher education and their support systems.

The general conclusion is that these women are hoping for mentor systems but encounter barriers (i.e. geographical mobility, marital status). There is a difference in mentoring between academic administrators (mentoring significant) and non-academic administrators. Women recognize benefits of connections, but do not know how to translate that knowledge into their own career activity.

Kahnweiler, J.B. and Johnson, P.L. A Midlife Development Profile of the Returning Woman Student. Journal of College Student Placement, Vol. 21, No. 5, September 1980, p. 414-419.

Discusses the results and expresses conclusions about a study designed to gain a developmental perspective on the midlife returning woman student. Forty returning women students were interviewed. A focus on the future, the existence of a culminating event, and aspects of the mentor relationship were found to be significant. Mentoring is discussed under the heading of the "mentor experience" where the author defines the mentor relationship and its significance to their particular group of women. Mention is also made of the experience that the midlife women had with mentorship roles.

Kellerman, Barbara, "Mentoring in Political Life: The Case of Willy Brandt." The American Political Science Review. Vol. 72, No. 2. June 1978. pp. 422-33.

According to the author mentoring relationships have a qualitative impact on the transition from early to middle adulthood, as well as on adult life itself. The study is a case history which examines the mentor in the early and later life of the male adult, Willy Brandt. He had two mentors, Juluis Leber, a prominent Social Democrat during the Weimar era and a legendary member of the German resistance, and Ernst Reuter. The article describes the origins, nature and termination of the Brandt-Leber relationship. It is pointed out that the influence of the mentor on the mentee transcended the period of their actual interaction and the intensity of the relationship ensured that Brandt's self-image as Leber's heir continued to affect both professional and ideological choices.

King, Virginia C. A Confluent Approach to Nursing Education Through Group Process. Nurse Educator Vol. III No. 3, May-June, 1978.

This article relates a personal account of the application of a combined learning theory to nursing education. The theory involves a Gestalt approach to confluent education through group process. The theory was effective in assisting students grow cognitively and affectively by allowing them to assume the responsibility for their own learning through interaction with their peer group, library facilities, and their teacher. The teacher modeled behavior that was conducive to the production of self-initiated learning, shared with other students interacting in small groups.

Klay, R. and Fazzini, A. Mainstreaming the Gifted: High Potential Program. Paper presented to the National Association of Secondary School Principals (Miami, Florida) January 1980.

This paper details how a junior high school in Ohio (Stewart) developed an unfunded, no materials, no clerical help program that targeted the students identified as high potential. A mentor system was used with the assistance of the coordinating teacher. Mentors were drawn from college students, non-practicing teachers, hobbyists and professional people. Significantly, they used their own staff as mentors also which apparently refreshed them by the opportunity to work in unconventional ways. Twenty students were selected for this project, however, the paper does not state what percentage of the schools' population these students represent. While the reasons were given for only choosing twenty students (i.e., space, facilities, new program), one cannot help but wonder how many high potential students were not given this unique opportunity for self-development.

Kummerow, Jean and Penny George, "Mentoring for Career Women," Training/HRD, February, 1981, p. 44-49.

This article is in four parts: advantages of a mentor, the hazards of a mentor, the qualities of a mentor and how to find a mentor. It also outlines what a good protege should be like. This is a good article in that it specifically addresses mentoring for women and discusses some of the problems women have in finding a good mentor/protege relationship.

Leffingwell, R. Jon. Reduction of Test Anxiety in Students Enrolled in Mathematics Courses: Practical Solutions for Counselors. 1980 Microfilm EDRS ED 195 881 p.

The primary concern of this article is to show teachers and students practical suggestions to help reduce test anxiety in math courses. There are many sources of stress that an adolescent must confront (physiological, psychological, and social) as he/she makes the transition from childhood to adolescence.

This research shows that these types of anxieties interfere with students abilities to achieve at levels commensurate with the ability in mathematics. Leffingwell, also gives various suggestions for remedation of test anxiety in math students which include: Systemic Desensitization,

study skill training, psychodrama, bio-feedback, controlled relaxation, group counseling. The article points out ways for the teacher to be aware of anxious students - by giving overt and covert behavior examples, the hardest to diagnose being apathy.

The conclusion being there are no universal remedies to solving problems of stress, but it is vital that facilitators possess certain personality characteristics of warmth, empathy, and genuineness to help the student reduce his level of stress.

Lynch. S.S. The Mentor Link: Bridging Education and Employment. Journal of College Placement, Vol. 49, Fall 1980, p. 44-47.

Promotes mentoring as a way for young men and women to develop their potential. Encourages women to develop mentor relationships and discusses the benefits to be derived from such an arrangement. The author discusses in detail the establishment, administration and evaluation of an innovative pilot mentor program which matched 58 women at the junior grade level in college with professional women. Information is also given about what to expect and what not to expect from a mentor relationship.

Marksberry, M.L. Student Questioning: An Instructional Strategy. Educational Horizons, Vol. 57, No. 4, Summer 1979.

This article points out the importance of student questioning in order to arouse their interest and participation in self-directed learning as well as to increase their perception and their ability to think and express ideas. In addition to the need for student questioning was the point about teachers' questioning behavior. According to this study only about 20% of their questions require students to think, about 60% require them to recall facts, and the remaining 20% are procedural. Research indicates that students observe the teacher's behavior as a model to direct their own. The conclusion being that teachers need to improve their question asking.

May, Louise, Clinical Preceptors for New Nurses. American Journal of Nursing 80 (10) October 1980.

This article points out the need to provide new nurses with a nurse preceptor. The preceptor is an experienced nurse model who collegially shares her knowledge and ideas with the new orientee, in an effort to meet the expectations of the unit. The outcome of this relationship was that all orientees, whether experienced or new nurse graduates, reported decreased anxiety, open communication, increased confidence which enhanced the process of learning and adaptation to the new environment.

McGinnis, Robert and Long, J. Scott. Mentors have Consequences and Reap Returns in Academic Biochemestry. EDRS April, 1980, 13 pages.

This paper, presented at the annual meeting of the American Educational Research Association, explores 1) the possible measurable effects of mentors (major professors) on the subsequent productivity of the mentor's students and 2) the benefits to the person who acts as a mentor.

Analysis is based on the population of 66 male biochemists who obtained their doctorates in 1957, 1958, 1962 and 1963. Productivity of the sample was measured using counts of both publications and citations to them. Chemical Abstracts was used to locate published articles and citations to the articles were coded from Science Citation Index.

Results of testing the first hypothesis failed to support the hypothesis of visible mentor effects. The hypothesis should have read, "for those who make it into an environment that is conducive to research, a highly productive mentor has a positive effect on the subsequent research productivity of former students." The second hypothesis was supported in that the act of producing new doctorate scientists seems to have a payoff in the form of increased visibility of the mentor's research papers.

McIntyre, D. John, et al. Verbal behavior of Student Teachers and Cooperating Teachers. College Student Journal, Vol. 13, No. 3, Fall 1979.

This study centers on repudiating the theory that a strong relationship exists between the teaching behavior of student teachers and cooperating teachers. The researchers show that the influence on the student teacher's verbal behavior are nil and further, the majority of correlations between student teacher and cooperating teacher were negative. It was stated that little is known about the short term and long term influence of the cooperating teacher and student teacher setting on the student teacher. Continued efforts are needed to develop instruments that can effectively measure the effects of the student teacher's experience.

Neir, Charles J., Educational Autobiographies: Explorations of Effective Impact. The Teacher Educator, Ball State University, 15, (1), Summer, 1979.

This article suggests that teachers can be categorized into inspiring, controlling, and nurturing models of behavior. The categories were developed from autobiographies of teacher trainees. The outcome highlights the power of the classroom teacher, in the affective dimension in the classroom, and how effective modeling can lay down the foundations for future growth in the trainees in a similar environment.

Purdy, Peg, "The Great Mentor Hunt," G/C/T, January-February 1981, p. 19-20.

This article describes a method of setting up a mentor program in the public schools. Ms. Purdy describes ways to begin a search for mentors, how to organize a system of reference in each school, guidelines to be set and rules to follow and finally, a hope that a liaison can be set up with universities and businesses.

Roche, Gerard R. "Much Ado About Mentors," Harvard Business Review, January-February 1979, p. 14-25.

A study conducted of executives showing significant data concerning mentor and protege relationships. This study shows that almost two-thirds of the executives had two or more mentors. Executives with mentors tended to be more successful at a younger age. The study also describes key characteristics in the mentor relationships and some future trends.

Ted Runions, "The Mentor Academy Program: Educating the Gifted/Talented for the 80's". Gifted Child Quarterly. Vol. 24, No.4, Fall '80. pp. 152-7.

The aim of the Mentor Academy Program (MAP) is two-fold since it involves mentors as an integral part in the education of the gifted/talented and also trains the latter to become mentors. MAP emphasizes that mentoring extends the potential of the helping relationship for actualizing individual and social needs. That mentors are gifted/talented tutors, and mentoring is the gifted/talented tutoring the gifted/talented, and underlines the importance of their being one of their own, as well as society's best resources for realizing learning potentials. One of the significant differences between tutoring and mentoring is that much of tutoring is conpensatory based, with both the tutor and/or the tutee having learning difficulty to be resolved. This matching identification plays a very important role in the realization of each learners' potential. Mentoring, on the other hand, creates matching competency-based interaction with both tutor and tutee identified as gifted/talented.

The aritcle also lists mentor expectations for students, mentor responsibilities to students, and conditions for effective mentoring. It concludes with a presentation of the organization of the model of the Mentor Academy Program.

Shapiro, Eileen, C., Florence P. Haseltine and Mary P. Rowe, "Moving Up: Role Models, Mentors and the "Patron System," Sloan Management Review, Spring 1978, p. 51-58.

This is a good article that focuses on the needs of women who are trying to advance professionally. The authors define role model, mentor and the patron system. They discuss their advantages and disadvantages and conclude with some suggestions for making the process for women easier.

Warihay, Philomena D., The Climb to the Top: Is the Network the Route for Women? Personal Administrator, April 1980, 55-60.

Warihay states that women who previously relied almost exlcusively on men as mentors are now looking to those women who have made it to the top for support and role modeling.

A survey questionnaire was mailed to 2,000 managerial women representing a cross section of the country with experience ranging form less than one year to more than 40 years. More than 25% of the study groups replied.

Two indications of the report are: 1) As women move from lower to middle to upper management, the absence of women above them to offer support is felt more greatly, and 2) Women perceive themselves to be more supportive of women below them in organizations than those women lower in the hierarchy actually believe them to be. Based on this, a more viable approach in an environment where women and men are interdependent and work together to meet organizational goals is for women to concentrate on gaining support based on need for information, advice, assistance and resources as opposed to gender.

Williams, Peter, Role-Model Identification and School Achievement: A Developmental Study. 1980 Microfilm EDRS 15p. (Sept, 1980), ED 197 270.

Research on role-model identification has demonstrated the powerful effects that models have on individual behavior. Csikszentraihshy, (1978) has suggested that identifications are based upon the ability of the identifier to produce behavior consistent with the values that are presented and encouraged by the role model. Williams (1980) tested Csikzentmihaly's research by extended his work by using first, third, fifth and ninth grade male and female (106). The conclusions that Williams reached with his investigation did not support the hypothesis that adolescents would identify with their academic role models in correlation with their level of achievement, but it did seem to indicate patterns of identification similar to those by low achievers to identify with peers and least with teachers. Test used Repetory Test (psychological structure that constitutes interpersonal relationships) and Calif. Achievement Test (CAT) except for the first grade. The results of Williams research showed peers as role models begins middle childhood while the searching for non-familial adult roles is thought to coincide with onset of formal operational thinking. Ninth graders were not distinguished from younger children by identifying with teachers - his finding did not support Csikzentmihaly that academic attainment and teacher identification are related, the subjects used identified most with peers, then parents and least with teachers.

Withey, Virginia, Rosalie Anderson and Michael Lauderdale, "Volunteers as Mentors for Abusing Parents: A Natural Helping Relationship," Child Welfare, December 1980, p. 637-644.

This was a program developed by the National Center on Child Abuse and Neglect. The bases of this program is to develop a behavior change in the parent. This has been done through mentoring. The two sets of recognized needs are: To prevent the isolated, immature parent from venting their rage on their children and to fill the need for additional workers in the social service office. The volunteer reaches, guides, counsels and constantly models how to problem solve. This program identifies three factors necessary for a suitable relationship.

1. Mentors must have reached the generativity stage of adult development
2. Mentors should be at least several years older than their clients
3. Mentors should have the skills to encourage their clients to like and trust them.

The Woodlands Group, "Management Development Roles: Coach, Sponsor, and Mentor." Personnel Journal. November 1980, pp. 918-21.

The article discusses the roles of coach, sponsor, and mentor in the development of young management potential. It explains the nature of the mentor/protege relationship, the benefits of such a relationship to those involved in the organization, as well as the limitations and pitfalls of such a relationship. It also points out the difficulty women in management experience because of the lack of female role models and the reluctance of their male counterparts to become involved in an intimate mentor/protege relationship. The article concludes with suggestions on how to implement the development of the three roles discussed, in a business organization.